DOCUMENT RESUME

ED 121 227 HE 007 757

TITLE	Linking Schools and Colleges: An Inventory of Articulation Practices in New York State 1974-75.
INSTITUTION	New York State Education Dept., Albany. Bureau of College Evaluation.
PUB DATE	75
NOTE	50p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS	Admission Criteria; *Articulation (Program); Bibliographies; Counseling; Curriculum; Educational Alternatives; Grades (Scholastic); *Higher Education; *Post Secondary Education; *Program Coordination; Program Descriptions; Program Development; *Secondary Education; Surveys; Transfer Programs; Transfers
IDENTIFIERS	*New York

ABSTRACT

This document draws from an extensive review of articulation practices in schools and colleges in New York State. It summarizes and comments on articulation activities, and describes individual programs. Areas discussed are: (1) acceleration and crediting of college-level study; (2) curriculum articulation; (3) guidance, counseling and advisement; (4) admissions and recruitment practices; (5) basic skills development; (6) programs for "new" student groups; (7) sharing of facilities and services; and (8) formal structures for school-college articulation. A general conclusion was that the barriers between schools and colleges be reduced through a variety of approaches within institutions, between comparative specialization units of each sector, between individual institutions, and among institutions in a locality or region. Included are: (1) summary tables on crediting practices, perceived needs, and obstacles in school-college articulation; (2) a listing of contract offices in the New York State Education Department; (3) a bibliography of publications pertaining to articulation; and (4) a questionnaire on articulation practices. (Author/KE)

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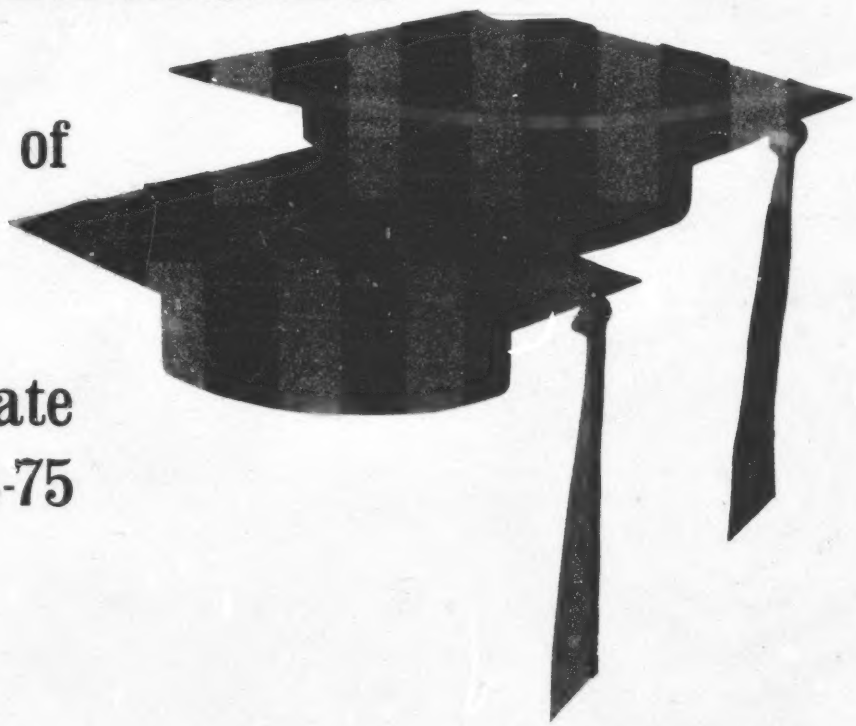

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The University of the State of New York/THE STATE EDUCATION DEPARTMENT
Bureau of College Evaluation/Albany, New York 12230 1975

LINKING SCHOOLS AND COLLEGES:
AN INVENTORY OF ARTICULATION PRACTICES IN NEW YORK STATE
1974-75

The University of the State of New York
State Education Department
Bureau of College Evaluation
Albany, New York
1975

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FOREWORD

Our common responsibility in New York State is to provide an educationally efficient continuum of learning for each student within a framework of opportunity for all students. We must also strive to be cost effective in the delivery of educational services. This Inventory of School-College Articulation Practices stems from the commitment by the Regents and the State Education Department to achieve these goals.

A number of recent actions at the State level support improvements in school-college articulation. Regents' Position Paper 21, The Articulation of Secondary and Post-secondary Education, issued in August 1974, contains a comprehensive set of recommendations toward more continuity in learning. In May, 1975, the Department co-sponsored a Statewide conference on school-college articulation in which a number of examples of coordination were discussed. In a recent letter to all school superintendents in the State I have suggested that teachers and administrators use proficiency examinations to help students assess their knowledge of college-level subject matter or even earn college credits while they are attending high school.

The Department is engaged in several studies pertinent to school-college articulation. A special advisory group was convened in 1975 to make recommendations toward the improvement of basic skills for persons entering college, and a second advisory group is exploring ways in which curricular articulation in the physical sciences may be improved. The Department has conducted a comprehensive survey of curricular practices in the twelfth year of school and is now undertaking a review of college-level courses taught in the high schools. Lastly, the Department is conducting a special study of approaches to adult education that includes transition from school to college.

This Inventory is drawn substantially from an extensive review of articulation practices in schools and colleges in New York State which was conducted for me by Dr. Norman Snyder of Russell Sage College. The survey was made in 1974-75 in cooperation with the State Education Department under a grant from the National Academy of Education. Professor Snyder's report included a discussion of the concepts and forms of articulation and a review of historical developments in school-college articulation, as well as a survey of current practices in the State.

Inquiries about that report may be directed to Professor Snyder. Preparation of this report was undertaken by Robert McHugh of the Bureau of College Evaluation.

Ewald B. Nyquist
Commissioner of Education

November 1975

INTRODUCTION

In Position Paper 21, The Articulation of Secondary and Postsecondary Education, the Board of Regents outlined the problems of inadequate continuity for students moving from school to college.

The Position Paper notes a number of factors which militate for changes. Among these are:

- extensive overlapping of curricula;
- the increased maturity and self-direction of many students;
- the increasing emphasis on crediting knowledge or competence, however attained;
- weaknesses in mastery of basic skills among college students;
- the emergence of new kinds of students in postsecondary education who have differing learning needs and styles;
- the high financial cost of poor articulation to students and to society.

To improve articulation for students, secondary and postsecondary institutions are urged to:

- modify and coordinate curricula so as to reduce unneeded duplication of course content, emphasize mastery of basic skills, and provide opportunities for more advanced study by well prepared students;
- make extensive use of proficiency testing and award appropriate credit or course exemption when competencies are demonstrated;
- improve career counseling and academic advisement so as to make choice of colleges and placement in courses more consistent with student goals and demonstrated competencies;
- make full disclosure of admissions criteria, placement and crediting policies, and curricular requirements;

- implement flexible admissions practices for students;
- share faculty and physical resources;
- develop a responsibility center for articulation in each institution;
- develop cooperative activities with other institutions on a regional basis.

Recent reviews of existing practices in New York State confirm the need for implementation of the recommendations of Regents Position Paper 21 in finding that the overall efforts toward school-college articulation are limited, fragmentary and generally informal. At the same time, there are many evidences of growing interest in improving the coordination of programs in both schools and colleges in the State, and a number of institutions have begun to develop special programs of articulation.

This Inventory summarizes and comments on articulation activities in each of eight major areas, and briefly describes individual programs in each category. The reader's attention is also drawn to summary tables on crediting practices, perceived needs, and obstacles in school-college articulation; to the list of contact offices in the State Education Department; to the bibliography of publications pertaining to articulation; and to the questionnaire on practices at the end of the Inventory.

Several points about the practices reported here might be kept in mind. First, the Inventory is illustrative rather than comprehensive. It is based on reports of practices by 63% of the colleges and universities in the State having freshman year programs and 14% of the public high schools in the State, supplemented by data from a comprehensive survey of all high schools on curricular practices during the twelfth year. Second, judgments about the effectiveness or quality of individual programs are not made. Third, since classification is always somewhat arbitrary, a number of the programs cited may apply to more than one category of articulation. Fourth, the Inventory is referenced by postsecondary institutions, but the cooperating secondary schools are cited in some of the examples. Lastly, this report on articulation practices only touches on the array of programs available in many high schools for the enrichment of the senior year. These efforts include availability of advanced interdisciplinary and specialized course options, provision for independent study projects, and provision for work-study and community volunteer work related to academic course work or career

development. The Department's Office of Optional Educational Programs is preparing a comprehensive report on curricular practices during the twelfth year of school.

Detailed information on specific programs in this Inventory might be obtained from the sponsoring institutions or groups. Inquiries of a general nature about articulation practices may be directed to the Department's Bureau of College Evaluation.

ARTICULATION PRACTICES

A. Acceleration and Crediting of College-Level Study

Programs to accelerate the transition from high school to college-level work are rapidly growing, although their scale is still quite limited in terms of the total student population. The framework for all such programs is provided in the Education Department's Early Admissions Guidelines. The following discussion indicates the many forms that acceleration takes.

Virtually all colleges allow able, well prepared students to enter college for full-time study after the junior year of high school. A few postsecondary institutions, such as New York University, make major efforts to attract such high school students to their regular curricula and other colleges, such as the New School for Social Research, Brooklyn College, and St. John's University have designed special early admissions programs for limited numbers of academically talented students. In 1973-74, 1,303 non-high school graduates (0.5% of the senior class) were reported as enrolled in colleges and universities in New York State.

In addition, colleges and schools are expanding opportunities for formats which allow students to remain in the high school through the twelfth year while enrolled in courses taught by college faculty. Such practices take a number of forms.

First, many colleges and high schools make provision for seniors (and sometimes juniors) to take one or two regular college courses at the college. Frequently a high school will make arrangements of this sort with several colleges in the same geographical area. In the Buffalo area, for example, postsecondary institutions that have such agreements with one or more high schools include Canisius College, D'Youville College, Rosary Hill College, the State University College at Buffalo, the State University Center at Buffalo, and Trocaire College. In the Rochester area, colleges which have made provision for students to take specific courses include Monroe Community College, Nazareth College, Rochester Institute of Technology, St. John Fisher College, and the University of Rochester. In a third regional grouping, the following Long Island colleges have such agreements with schools: Adelphi University, C. W. Post Center of Long Island University, Dowling College, Hofstra University, Nassau Community College, State University Center at Stony Brook, and Suffolk Community College. Other

institutions having special programs in which high school seniors may take one or more regular courses at the college include Bronx Community College, Fordham University, Mohawk Valley Community College, Orange County Community College, and St. John's University. In 1974-75, 3,147 (1.2%) of the high school seniors in the State took college courses under this kind of arrangement.

Second, an increasing number of colleges are attempting to attract high school students to their summer sessions for advanced or remedial courses. Examples of institutions with special programs are Cornell University, Manhattanville College, the State University College at Buffalo, and Utica College of Syracuse University.

Third, in a number of colleges, faculty offer special courses for college credit to high school students only. Such courses may be offered at the college during hours convenient to the high school students or they may be given by college faculty in the high schools. If given in the high school, they may be integrated into the regular school program or may be separately scheduled. These courses are often not available from the high school faculty or they are part of a special program of curriculum articulation (often in an occupational area). Postsecondary institutions engaging in this practice include Baruch College, Borough of Manhattan Community College, Brooklyn College, Cayuga Community College, City College of New York, Community College of the Finger Lakes, Mercy College, Nassau Community College, New York City Community College, and North Country Community College. Some colleges also have made special arrangements for this sort of cooperation with local Boards of Cooperative Educational Services. (These are centers offering specialized, contractual educational services to school districts in the same geographical area.)

Fourth, in a few instances the entire freshman year program is taught in the high school by faculty members of a cooperating college. Examples of this practice are C. W. Post-Chaminade High School, Marymount Manhattan College-Dominican Academy, and St. Joseph's College-Fontbonne Hall and Bishop Kearney High School. Marist College has a freshman year program for seniors at Lourdes High School in which College faculty members teach some courses to the participants in the school and some in the College. These cooperative arrangements are one form of the "bridge," or "3-1-3" programs, in which the participating seniors may receive a full year of both school and college credit. In 1974-75, 1,100 students (0.4%) of the State's high school seniors took courses offered by college faculty in the high

school under "bridge" programs and other arrangements.

A major alternative to the use of college faculty to teach college-level courses to high school students is the use of high school faculty to teach college-level courses in the schools. This practice often takes the form of preparation for standardized examinations. For example, New York high schools have long been leading users of the Advanced Placement Courses of the College Entrance Examination Board. In 1974-75 the State's seniors took 14,449 Advanced Placement courses. New York State students account for about 9% of the entire national student population but take 20% of the Advanced Placement tests. High schools are also beginning to teach advanced courses in preparation for the College Proficiency Examinations of the New York State Education Department. This has occurred in the field of biology, for example, at Tupper Lake Junior-Senior High School and at Cohoes High School.

In a new development in this category, particular high school courses taught by high school teachers are being validated as college level and being credited by a growing number of colleges. Validation of a course commonly involves analysis of the teacher's advanced training in the field and other measures of competency, careful review of course content and instructional materials, with modifications if necessary, and careful monitoring of learning outcomes for students. Crediting of high school courses by colleges is a practice that requires careful, continuing scrutiny by all concerned parties, including the schools, colleges, and the Education Department, to insure both that college-level learning in the high schools is given due recognition and that safeguards for the maintenance of quality exist in every instance. Also noteworthy is the responsibility of high school principals for certifying college courses as appropriate for completion of high school requirements.

Such validation and crediting occurs in a number of the "bridge" programs noted above. In some of these programs, all courses are taught by high school faculty and in others both school and college faculty teach the courses for a full year of college as well as school credit. Special cooperative arrangements of this nature have been developed between individual high schools and Dowling College, Hudson Valley Community College, Marist College, Nassau Community College, and the State University Colleges at Brockport and Plattsburgh.

Colleges are also beginning to validate individual courses at selected high schools as equivalent to their own without the development of a coordinated program for a full

year's dual college and school credit. Most colleges engaging in this practice charge students who wish their validated credits to be placed on the college's transcript from $50 to $75 for each three credit course. Examples of institutions validating high school courses for college credit are Adelphi University, Canisius College, C. W. Post Center of Long Island University, Dowling College, Marist College, and Mercy College. An important variation of this practice, now operating in 60 high schools in the State, is Project Advance, in which individual courses developed at Syracuse University are given by high school teachers in their schools under Syracuse University staff supervision. In a few high schools in the State several colleges are validating different courses taught by high school faculty. At Hauppauge High School, for example, over 60 college credits are available in 14 courses separately validated by four colleges (two to five courses by each college). In 1974-75, 4,457 (1.7%) of the high school seniors in the State took one or more such validated college-level courses taught by regular high school faculty.

A final, significant dimension of acceleration is the crediting of college-level learning through standardized or special tests. Table 1 in the Appendix shows the crediting policies reported by collegiate respondents to the 1974-75 survey on articulation. Eighty-six per cent said they granted credit for satisfactory scores on Advanced Placement Tests, 76% granted credit for New York State College Proficiency Examinations, 79% for CLEP subject examinations, and 61% for CLEP general examinations. As an illustration of institutional practice, some form of proficiency examination is used by 75% of the students in the Regents External Degree Program. In another example, one feature of a special three-year baccalaureate program at St. John's University is the crediting of a year's college work on the basis of the CLEP and AP test scores of the entering students. A number of high schools are currently exploring the use of proficiency examinations, such as the Education Department's College Proficiency examinations, to help students assess and validate their college-level knowledge. Advantages of standardized testing are the efficiency and the wide recognition of such validation. This approach appears to have major potential as a means of reducing wasteful duplication of course work by the colleges.

Additional development of opportunities for accelerated study is suggested, however, by a wide variety of data. These include the inadequate challenge widely reported by students in their twelfth year of school and by their parents; the estimated school-college curriculum overlap of 20-40% in the various subject areas; the completion of all

diploma requirements except for English and physical education by more than 20% of high school students in the State before their senior year; and the relatively small per cent of high school seniors who participate in programs of college-level study.

The examples that follow briefly describe some specific programs in major categories of acceleration and crediting.

1. Admission to full-time study for students who have completed their junior year of high school.

Brooklyn College (CUNY): The New School of Liberal Arts of Brooklyn College's special Honors Freshman Year program is designed for high school students of demonstrated intellectual ability and achievement who have completed their junior year. Limited to no more than 25 students each year, the program consists of two intensive semesters of colloquia taught by regular staff of the New School of Liberal Arts.

City College of New York (CUNY): About 50 high school students of exceptional academic ability are admitted each fall, upon the completion of their junior year, as matriculated students in the Freshman Honors Program of the College of Liberal Arts and Science. They do special, more intensive course work in their core and enjoy greater flexibility in designing the remainder of their degree program.

New School for Social Research: About 50 academically able and highly motivated students who have completed their junior year of high school are admitted to the New School as college freshmen for one year of study and, upon successful completion of a curriculum designed especially for them, transfer as sophomores to other colleges and universities.

New York University: In perhaps the largest program of early admission in the State, each year approximately 130 students replace their senior year of high school with regular college programs. The University has given special attention to the counseling of early admissions students.

Skidmore College: In a cooperative program with Saratoga Springs High School, a group of academically superior students spend the spring semester of their senior year as full-time students at Skidmore College. On completion of the semester the students receive the Skidmore College credits and their high school diploma.

St. John's University: High school juniors who have a "B" average, combined College Board scores of 1100 or both, and a score of 450 or above on four of five areas of the CLEP general examinations are eligible for a special three-year baccalaureate program. Thirty college credits are awarded for suitable attainment on the CLEP or AP examinations.

2. Provisions for high school students to take individual, regularly scheduled college courses in a college while still matriculated in their high school.

Bronx Community College: Under a high school honors program, about 75 high school seniors enroll in courses at the College and receive both high school and college credit for them.

Brooklyn College (CUNY): The College has arranged for high school seniors in a Yeshiva in Brooklyn to enroll in lightly enrolled late afternoon courses.

Cayuga County Community College: In a formal program with the Union Springs Central School, beginning college courses are offered to approximately 25 students during the school day. In addition, high school seniors may enroll in both special and regular courses for credit through the Continuing Education Division of the College.

College of Saint Rose: High school students may participate in the College's musical performing groups for college credit.

Mohawk Valley Community College: The College has a number of options for high school seniors which include both part-time or full-time college enrollment. Students may enroll:

(1) as either matriculated or non-matriculated;

(2) in either the summer quarter following high school graduation or during any or all quarters concurrent with their senior year;
(3) for either a full-time college load with few or no concurrent high school courses or for a part-time college load with several concurrent high school courses;
(4) for credit to be applied to the college program only, the high school program only, or to both.

Approximately 100 high school seniors a year participate.

3. Provisions for college faculty to offer specially designed or scheduled courses for high school students, either in the high school or a college.

Baruch College: In addition to regular early admissions of academically talented high school juniors, the College offers a special Math Lecture Series designed to introduce academically outstanding high school students to topics in math that they would not normally get at their schools.

Binghamton (SUNY): The University has developed three courses on audio-cassettes that can be rented to any high school. Each course consists of about 30 cassettes. Students receive a grade and four credits at Binghamton for successful completion of a final examination in each course. Students pay a nominal fee for the final examination. The high school pays $250 for a year's rental of a course.

Borough of Manhattan Community College: College faculty members offer college-level courses at five participating high schools to seniors at times convenient to the students. Up to six college credits may be earned for transfer purposes.

C. W. Post Center of Long Island University: Chaminade High School and the College have developed a first-year college program for a select group of high school seniors (Project FAST) which results in high school graduation and a complete year of college credit. Under the program, College faculty teach a full 32-34 credits of freshman college courses in the high school. The teaching by eight Post faculty in this program is considered a part of their regular teaching load.

City College of New York (CUNY): The College offers its courses to a limited number of qualified high school juniors and seniors after regular school hours and on Saturdays. Students may earn college credits and also apply their credits toward high school graduation upon agreement by the schools.

Community College of the Finger Lakes: The College offers courses taught by College faculty at BOCES centers, and the students completing these courses receive credit in both their high school and the College. Students may earn up to 18 college credits during their senior year in high school.

Cornell University: Two summer courses are designed especially for college-bound high school students. One is entitled "Topics in Modern Physics for Talented High School Juniors." The other is a Reading, Writing and Study Skills program. Both courses carry college credit.

Manhattanville College: In an intensive, six-week summer program, high achieving high school students who have completed their junior or senior year earn eight college credits, six in one of 14 specialized areas and two in English. About 60 students participate.

Marist College: In a 3-1-3 program with Lourdes High School, students attend classes taught in the High School by College faculty and also take regular courses at the College. The students receive a year's credit from both Lourdes High School and Marist College.

New York City Community College: Faculty of the College's Department of Marketing and the Graphic Arts Department teach college-level courses for college credit in at least two high schools.

Orange County Community College: The College provides a Saturday morning enrichment program for 150 high school students nominated by the high schools. The College also provides non-credit Introduction to English and Introduction to Science courses for high school students.

St. Joseph's College: The College has cooperative programs with two schools, Bishop Kearney and Fontbonne Hall, in which high school seniors may complete 24-30 credits of college work taught by the College faculty at the schools.

St. Lawrence University: Under the "Talented Junior Programs" courses are offered for approximately 100 high school juniors. Most courses are in fields not offered by the schools. Classes meet 10 Saturdays per semester. They are for enrichment and carry no academic credit.

4. Provisions for high school faculty to teach regular high school or special courses for college credit in the high school.

Brockport (SUNY): College faculty and Greece High School faculty in English and social sciences have designed a college course in each of these fields to be taught at the High School by regular high school faculty. The students have access to the resources of Brockport. Up to six credits may be earned and recorded on a Brockport transcript.

Plattsburgh (SUNY), Hudson Valley Community College, and Shaker High School: A cooperative program allows the student to take certain courses in Shaker High School that will be accepted for a year of credit in the colleges. All courses are taught by the high school faculty. Places are guaranteed to successful students at both colleges. The courses were organized and approved by a joint faculty committee of the high school and colleges involved.

Syracuse University: In "Project Advance" the University has developed a cooperative program with high schools throughout New York State to offer from one to five courses in the schools that will carry college credit. The courses and examinations are designed by the college faculty, but the teaching is done in the high schools by secondary school faculty who have had special preparation by the college through an intensive summer workshop. Upon payment of a fee of $50 per course a participating student's grades are entered on a Syracuse University transcript. These courses are also open to students who do not wish

college credit. This is by far the largest program of its kind in the State, with a total enrollment of about 4,000 students.

5. Programs in which both college and high school faculty teach college-level courses in an integrated program.

Fredonia (SUNY): The College and several high schools in the same region have developed a 3-1-3 program. The middle year is a combination of the senior year in high school and the freshman year in college. During this year the students take half their work in high school courses which also carry college credit and the other half at the College in courses which also carry high school credit.

Marist College: In a program with Spackenkill High School, three courses are taught at the College by College faculty and two courses are taught in the High School by High School faculty. Students receive a full year of college credit from Marist College for transfer to other colleges, as well as their diploma from the High School.

B. Curriculum Articulation

Articulation of curricula among schools and colleges is a major way of reducing financially and educationally wasteful duplication of subject matter while increasing the continuity of learning for students. It is also an important means of developing heightened career awareness and of facilitating the transition into college for the disadvantaged. Curricular articulation takes many forms, and a number of the programs cited elsewhere in the paper involve curricular articulation. Two kinds of practices are highlighted in this section.

First, some high schools and colleges are developing joint committees or workshops in specific subject areas to improve curricular articulation. These groups discuss such topics as syllabi, texts and course level. Examples of colleges that have such joint committees with high school counterparts are Baruch College, Broome Community College, College of Mount St. Vincent, the State University College at Geneseo, and Ulster Community College. College faculty in particular departments sometimes conduct workshops or

conferences for high school teachers, interested students, or guidance counselors.

The second aspect highlighted in these examples is the extensive curricular articulation in occupational fields. Cooperative arrangements appear to be far more extensive and formalized in occupational than in academic areas. These arrangements are concentrated among the public two-year colleges and either specific high schools or a local Board of Cooperative Educational Services. Most BOCES appear to have a significant involvement in curricular articulation. Curricula in which agreements on articulation exist include, for example, automotive technology, data processing, food service, drafting, licensed practical nursing, and business subjects.

Most efforts at curricular coordination involve only a department or two and they often involve only a specific course rather than a whole curriculum. There appear to be relatively few examples of comprehensive efforts at articulation, although these are also developing (see Section H).

1. School-college articulation committees or workshops in specific subject areas.

Adelphi University: The history and English departments offer on-campus workshops for secondary teachers in these subjects. Students are also invited.

Baruch College (CUNY): The College's Education Department has liaison committees with three city high schools. Their activities include curricular articulation as well as high school faculty development. The curriculum committees in the business education and secondary academic program areas include high school faculty members.

Broome Community College: College teachers and administrators meet with their counterparts to discuss structure of courses and curricula, and faculty exchange. In addition, science and mathematics teachers have been invited to the campus for a series of meetings.

College of Mount St. Vincent: The College has held workshops with local high schools to develop articulation in academic subject areas.

Geneseo (SUNY): Faculty in several subject areas from both the high schools and the College meet regularly to reduce curricular overlap.

Orange County Community College: An ad hoc committee jointly plans occupational programs with the local BOCES and high school. The College offers a joint certificate with BOCES. BOCES equipment is shared with the College.

Schenectady County Community College: Academic departments at the College maintain an open line of communication with high schools on curriculum articulation. The College has sponsored a meeting of departmental representatives and their counterparts in the high schools to discuss curricular matters such as textbooks, course content, and teaching methods.

2. Articulation of programs in occupational fields.

Alfred Ag. & Tech. (SUNY): The College's special summer program for students in the local BOCES automotive program prepares them to enter the College's regular automotive curriculum as seniors and to complete the program in one year instead of the customary two years.

Borough of Manhattan Community College: Students at Brandeis and Central Commercial High School may take a course in data processing designed to bridge the gap between school and college programs in this area. High school participants receive college credit and advanced standing for successful completion of the course.

Bronx Community College: The College and George Washington High School and Theodore Roosevelt High School coordinate their distributive education-marketing curricula. Students take a marketing course at the College after taking a preliminary course in the high school. The program is designed in part to raise the level of aspiration and the career awareness of students who had not initially planned to go to college. The program is also a recruiting device into a curricular area in which there are places in the

College, and in which there are also job opportunities.

Fulton-Montgomery Community College: Certificate programs in Natural Resources Conservation Technology, Automotive Technology, Food Service Technology and Construction Technology are coordinated with programs at the Fulton-Montgomery BOCES.

Genesee Community College: In an articulation agreement between the College and the Genesee-Wyoming BOCES, students who successfully complete certain drafting courses at the BOCES Center may receive credit at Genesee Community College and be admitted to advanced level drafting courses at the College. Approximately 60 students are involved each year.

Jamestown Community College: The College has a program of cooperative education with area high schools in the areas of criminal justice, government service, electrical technology, mechanical technology. Approximately 40 students are enrolled each semester.

Kingsborough Community College: The College's Supermarket Management and Food Marketing Program is articulated with programs in several secondary schools in Brooklyn. The articulation includes availability of college faculty for consultation and information; college credit for students who successfully complete a special examination upon college entrance in the area of food retailing; and orientation for secondary school graduates to provide for smooth transition to the College.

LaGuardia Community College: The College coordinates curricula and teacher training for some high schools in data processing, business law and accounting. The courses are taught by the high school faculty in the high school but are supervised and articulated with the College curriculum. The students receive credit at the high school which will be transferable when they come to LaGuardia.

Nassau Community College: In a joint program with the Nassau BOCES, high school students attend the College during the summer following their junior

year to study retailing and marketing. The students are guaranteed admission to the College. The program has remediation and work-study components. About 85 students per year are involved.

Rockland Community College: The College has implemented a joint program with the local BOCES center that facilitates the further training of students who complete the BOCES program in Licensed Practical Nursing.

C. Guidance, Counseling and Advisement

The major guidance activities pertinent to articulation are first, the development of career awareness and interests among high school students and second, the development of a continuum from school to college in particular career areas. Thus a number of colleges report special programs to bring high school students (and sometimes parents and high school teachers) to the campus for career days. For example, the State University Agricultural and Technical College at Canton has a program in which a high school student comes to the campus for a day and is paired for the entire time with a student in his area of career interest. Adelphi, Alfred Ag. & Tech., Monroe Community College, Schenectady County Community College and the Upstate Medical Center of the State University also have special programs to assist high school students in career choice.

Many high schools are also developing special programs which involve the community in order to familiarize their students with a variety of careers and occupations. Several colleges in the State report special programs for the in-service training of high school guidance counselors in occupational areas. Genesee Community College has had an extensive program along these lines. Several colleges of the City University are especially active in developing strong liaisons with guidance personnel in New York City public schools, with particular emphasis on improved familiarization of minority group students with the college environment and careers requiring college-level study.

A related trend in guidance is the emphasis on values clarification and individual goal setting. The bridge (or 3-1-3) programs, already cited, have a guidance component built into them toward the achievement of both this goal and the narrower one of improving choices of colleges and careers through exposure to collegiate experience. So, too, does the Freshman Year Program at the New School for Social Research.

In another trend, a number of institutions have been exploring cognitive style mapping, which takes into account the varied learning styles of students, as an approach to academic advisement and career guidance. About 20 two-year colleges and Educational Opportunity Centers in the State in cooperation with the Two-Year College Development Center at SUNY Albany have been experimenting with various aspects of this approach. Participating colleges include Bronx Community College, Genesee Community College, Hostos Community College, Maria College, Monroe Community College, North Country Community College, Trocaire College, and the Westchester Educational Opportunity Center.

Most of the examples cited below pertain to the development of a career continuum from school to college.

Adelphi University: (1) An on-campus program is conducted during the month of January to supplement career counseling in the secondary school. Extra-university resource people and regular faculty members are available for consultation by students for some 100 different career fields. (2) The Speech and Hearing Department sponsors an annual Career Conference for high school students and teachers.

Bronx Community College (CUNY): The College participates in a project with New York City's Bureau of Educational and Vocational Guidance Resource Center, Office of Education, citywide high schools, and New York City Community College, to develop a career awareness continuum which begins in the junior high school. It is directed primarily to disadvantaged students with limited backgrounds in the concept of long-range career planning. The program includes the training of high school guidance counselors and the use of para-professionals to assist the counselors.

Canton Ag. & Tech. (SUNY): "Operation Shadow" is a career advisement program in which high school students come to the College campus and are assigned individually to college students who are in their areas of career interest. The high school student spends the entire day with the college student--attending classes, eating, etc. Twenty-three high schools and about 400 students participated in 1974-75.

Genesee Community College: The College has had a special program to assist high school guidance personnel in improving their counseling skills in occupational areas. College staff members have conducted these workshops for counselors both at the College and in the high schools. The College also offers career workshops for students at the College.

Geneseo (SUNY): An area advisement center is staffed by personnel from both high schools and the College.

Manhattanville College: Staff members of the College work closely with high school counselors in identifying potential students for the Higher Education Opportunities Program and preparing them for the College's curriculum.

New York City Community College: The College emphasizes a "career information approach" in its contacts with high schools, through audio-visual presentation in selected fields, through career workshops for high school counselors, and through mass distribution of career fact sheets.

Schenectady County Community College: The Department of Business and Criminal Justice has annually conducted a High School Business Day and a Criminal Justice Career Day. The Criminal Justice Career Day is designed to bring prospective high school students into contact with professionals in the Law Enforcement field at the local, state, and federal levels.

Upstate Medical Center (SUNY): In a "Guided Occupational Training" or "Vocational Orientation Program" high school students spend a week at the Center, during which time they observe health professionals working. They are tested and are counseled in the training available here and elsewhere. Each week a different school participates. Approximately 100-150 students participate in this program during the year.

D. Admissions and Recruitment Practices

Most of the activities reported by the colleges as "cooperative articulation practices or programs" under this heading, and cited in the examples below, are traditional. They include college "days" and "nights," workshops for guidance counselors, use of students or faculty to represent

the college in the admissions process, and use of Admissions Advisory Committees consisting of community representatives and high school counselors. In addition, admissions personnel in many colleges have been innovative in developing new options for specialized categories of students. A number of these changes are cited under other categories of articulation, such as acceleration of study, curriculum, guidance, and programs for special groups.

Adelphi University: The admissions office sponsors an annual workshop for secondary school counselors. Topics vary from year to year. Approximately 50-60 counselors attend yearly.

Baruch College (CUNY): An Educational Development Program has been established at Baruch to engage in systematic liaison work between high school students, faculty, guidance counselors and the Baruch College admissions office.

Broome Community College: Admissions practices include the following: (1) A College Night program is sponsored by a consortium of area schools, (2) Area school superintendents have met as a group on campus to discuss articulation and cooperation, (3) The College has sponsored numerous programs with the Binghamton Area High School Counselors Organization, (4) An Admissions/Financial Aid Newsletter is published regularly by the College and is sent to area high schools.

Cobleskill Ag. and Tech. (SUNY): The admissions staff periodically sponsors a "day" to which advisors from high schools are invited to visit the College to discuss programs and problems and to become familiar with Cobleskill's facilities and curricula.

Jefferson Community College: Each year the College designates days when high school students may visit the College and meet with administrators, faculty, and students. At this time the students may also attend classes. These opportunities are also available for students who just "drop in" at the College throughout the year. High schools may also arrange a day for their seniors to visit the campus.

Russell Sage College: The admissions office sponsors a "Career Day" for approximately 150 high school counselors and students. Among the Day's varied activities are presentations by faculty and students from the various academic departments and a major presentation concerning career opportunities for women. The College also regularly hosts regional and professional meetings for guidance counselors.

St. John Fisher College: Guidance counselors from the area are invited annually to the College. At this time they have an opportunity to consult with administrators, members of the faculty and students. In addition, each year students from area high schools are "bussed" to the campus where they have an opportunity to attend classes and meet with administrators, faculty and students. During 1974-75, 15 of these "bus-ins," involving approximately 400 students, were scheduled.

Schenectady County Community College: The College has a "Student Recruiter Program" in which current students visit their former high schools. The College gives these students an orientation session and provides them with written materials for distribution. They then spend a full day at the high school discussing programs, student life, and career opportunity with friends and former classmates. Each student receives compensation for his/her services.

E. Basic Skills Development

Both school and college administrators have noted the significant gap between college-level skills and the actual performance of many students. Needs have been identified in both the traditional areas of reading, writing and arithmetic (or computational skills), and also in such areas as ability to organize and use time efficiently, ability to engage in critical thinking, and ability to undertake ethical decision making. Improvement in basic skills is central to implementation of the Regents goal of opportunity for all for postsecondary education.

Major remediation efforts are made by colleges through the SEEK Program of the City University, the Educational Opportunity Program and the Educational Opportunity Centers of the State University, and the Higher Education Opportunity Program for private colleges. In 1974-75, more than 31,000 students were enrolled in these programs. A number of

projects funded under Title I of the Higher Education Act of 1965 involve the development of basic skills by adults in college programs. High schools, too, have developed special programs, particularly those with changing kinds of students. More generally, schools have been participating in the "back to basics" trend. In general, there appears to have been little systematic cooperation between schools and colleges in addressing problems of basic skills development. As an important example to the contrary, the City University of New York is now developing a network of remediation programs between its units and specific high schools, in addition to its SEEK program.

While approaches to remediation in basic skills areas are varied, all involve intensive work with students, often including diagnosis, counseling, and tutoring. The programs cited below illustrate these practices.

Alfred Ag. & Tech. (SUNY): (1) A special five-semester extended program in which the first semester includes remedial plus one or two credit courses is open to recent high school graduates, veterans and older persons. (2) A three-week summer Reading-Study Skills Program is offered to area high school students.

Baruch College (CUNY): The College and Charles Evans High School have established a Reading Clinic to assist in improving the reading ability of students at the High School.

City College of New York (CUNY): A summer writing workshop is held to support the remedial program in basic writing at the College. Participants are student tutors in the remedial program.

Fordham University: College students tutor elementary, secondary, and minority group students who need help through both on-campus and off-campus programs.

Hunter College (CUNY): The College has undertaken an experimental program with Julia Richman High School to provide remediation in basic skills at the high school level. Hunter provides materials, consultation, specialized counseling and tutoring, as well as information about skill levels required for college entrance. The Julia Richman staff is responsible for curriculum development and instruction.

LaGuardia Community College: The College has developed a "middle college" that combines the last three years of high school and the first two years of college. A major objective is to provide early, special attention for some students who can thus avoid the need for remediation in the 13th and 14th grades.

Lehman College (CUNY): The College and Lehman High School are developing a pilot program in comprehensive instruction in basic skills areas, including mathematics, writing, and the study skills of conceptualization, analysis, and critical thinking. The program will include diagnostic testing, development of prescriptive courses of study and evaluation.

New York Institute of Technology: A Pre-Freshman Special Education Program is designed to strengthen a student's capabilities in basic college studies. The program is open to high school seniors and juniors on a part-time basis during the school year, or in a concentrated eight-week summer session.

Old Westbury (SUNY): Minority group college students tutor minority high school students who need help.

F. Programs for "New" Student Groups

Major efforts are being made to provide access to college for groups who have not traditionally attended. The special programs of publicly funded support for the education of the disadvantaged (such as the Educational Opportunity Centers, Educational Opportunity Programs, the Higher Education Opportunity Programs, and SEEK) are prominent illustrations involving many institutions. Malcolm-King: Harlem College Extension is an example of a single institution specially designed to meet the needs of minority group adults entering postsecondary education with limited academic backgrounds. Another major effort in recent years has been educational assistance to persons seeking to obtain the High School Equivalency Diploma, in part as a preparation for postsecondary education. Many postsecondary institutions are designing programs to meet the needs of special potential constituencies, such as career women, retired persons, employed persons, prisoners, veterans, and armed services personnel on active duty who have not had college work. Such programs may involve new patterns of scheduling, crediting, and teaching/learning formats. More broadly, many colleges

are offering a wide range of courses, both credit and non-credit, to meet identified needs in the surrounding (or even distant) communities, and are offering courses at work sites and other locations convenient to students. The importance of developing programs for adult learners at the interface of school and college is suggested by Statewide demographic data on highest level of education for persons 25 years and older (1970): the median number of school years completed is 12.1 and only 22% of this age group has had one or more years of college study.

The examples reported below deal with two of the non-traditional student groups: minority group high school students and high school dropouts.

1. Programs for minority group high school students.

Barnard College. The College cooperates with New York University and local metropolitan high schools in housing and sharing expenses of the PREP program, which provides for about 125 selected minority students to do work beyond high school in mathematics, sciences, and other studies for pre-medical preparation.

Binghamton (SUNY): The University Center has a contract with the city of Binghamton for a Talent Search Program to identify disadvantaged students in the city, motivate them to go to college, and arrange placement and financial aid. This program is also developing a high school equivalency program for young adults, 16 to 22 years old.

College of Saint Rose: In conjunction with the Albany Urban League, the College has planned a program to prepare Black students for medical school. Students establish contact with the College during their junior year in high school and come to St. Rose as early matriculated students in their senior year, and are given individualized attention.

Malcolm-King: Harlem College Extension: This institution, operated under the educational auspices of Fordham, Marymount Manhattan, and the College of Mount St. Vincent, is designed to give sound remediation in basic subjects and skills and prepare its students for additional college-level study. Many of its students are former high school dropouts, and many of the students are older than average. Sixty-two credits of college work are offered.

Rensselaer Polytechnic Institute: An "Academic Opportunity Consortium" helps to motivate and encourage Black students to enter RPI by providing remedial work, tutoring, and financial aid benefits. The program is affiliated with the Higher Education Opportunities Program at RPI.

St. John Fisher College: The College has a program with an inner-city high school in the city of Rochester which permits several of the seniors to take courses at the College at no charge.

St. Lawrence University: (1) In "Operation Kanyengehaga" approximately 20 students tutor Mohawk school children on their reservation weekly during the college year. (2) Approximately 60 students are enrolled in an "Upward Bound Program". (3) In a "Pre-Upward Bound Program" approximately 260 Mohawk school children visit the campus daily for a six-week period during the summer.

2. Programs for high school dropouts.

College of Saint Rose: The College provides for the acceptance of qualified high school dropouts who wish to earn a High School Equivalency Diploma by successful completion of the freshman college year.

Fashion Institute of Technology: Programs offered under the auspices of the Division of Continuing Education allow high school dropouts to gain exposure to the fields of study at FIT. Some programs are directed to disadvantaged students of Spanish-speaking or other minority backgrounds.

Genesee Community College: (1) The College has a contract with the Genesee-Wyoming BOCES to provide High School Equivalency instruction. Approximately 60 students were enrolled in 1974-75. (2) The College cooperates in the High School Equivalency Program at the Attica and other correctional facilities, as well as offering college-level courses. In arrangements with two facilities, students are bussed to the College for instruction. More than 210 inmates are involved in these programs.

Schenectady County Community College: As the sponsor of a State University of New York Educational Opportunity Center (EOP), the College provides an avenue of articulation for career counseling, testing, and postsecondary remedial studies in preparation for continued study at a college.

G. Sharing of Facilities and Services

Facilities sharing by schools and colleges is an important means of making efficient use of available resources and seems to be rapidly growing. Substantial sharing of facilities is reported between public two-year colleges and Boards of Cooperative Educational Services, often in costly technical/vocational areas. More generally, all programs involving the movement of students or faculty beyond their normal educational sector entail the sharing of classroom and other facilities. Many colleges use high school facilities for extension courses.

Adirondack Community College: The certificate program uses several of the shops in the BOCES facility for the laboratory portion of a college program which allows an individual to earn college credits in an apprentice machinist program sponsored by a local industry.

Cayuga County Community College: The College has five programs leading to certificates in which the student takes academic courses at Cayuga and then in the late afternoon makes use of BOCES facilities for courses in specific trades.

Cobleskill Ag. and Tech. (SUNY): The College supplies classroom and infirmary space for a BOCES Licensed Practical Nurse program.

College of Saint Rose: The Albany Adult Learning Center uses College space for its program to prepare adults for the high school equivalency examination.

Corning Community College: Corning has an extensive evening and after-school-hours program which is housed in the buildings of the Elmira Free Academy, Chemung BOCES, and three high schools. The College also uses the laboratory of the Steuben BOCES auto mechanics program.

C. W. Post Center of Long Island University: (1) Non-credit continuing education courses are given in 15-25 local high schools and libraries. (2) In biology, two high school courses are given at Post because of inadequate facilities in two local high schools.

Dowling College: There is reciprocal use of rooms and gyms with LaSalle Military Academy and other high schools.

Geneseo (SUNY): (1) Classroom space is shared with local high schools. (2) The Campus School is heavily used for special education involving BOCES students who are bussed in. (3) The Speech Pathology Clinic on campus serves schools of all types in the area.

Jamestown Community College: The College uses facilities of four high schools as "extension centers."

H. Formal Structures for School-College Articulation

A final trend, evident in many of the preceding examples, is the development of formal structures for articulation. A number of colleges and local or major feeder high schools have or are planning permanent joint committees. Schenectady County Community College and Mohawk Valley Community College are two examples cited here. In addition, many Boards of Cooperative Educational Services and public two-year colleges have permanent joint committees that deal with articulation. Alfred Ag. & Tech., Delhi Ag. & Tech., and the community colleges of Broome, Fulton-Montgomery, Orange County, and Ulster County are examples. Boards of Cooperative Educational Services appear to be an increasingly important mechanism for linking schools and colleges.

A major urban example of comprehensive and system-wide planning for articulation in many dimensions, already noted in various examples, involves the City University and the New York City public school system. A second major example of formal, comprehensive articulation is the Staten Island Cooperative Continuum. This consortium encompasses the schools and colleges of Staten Island and is involved in almost all major forms of articulation.

A variety of other formal structures for articulation is also beginning to develop on a regional basis. Regional efforts may become one of the most effective means of articulation. As a prominent example of regional articulation, an articulation center for occupational education covering seven counties has been established in the Mid-Hudson area. The Regional Learning Service of Central New York, encompassing a 5-county area, is deeply involved in school-college articulation, particularly in the area of guidance. Another example of regional cooperation which includes school-college articulation is the consortium of New York Area Private Colleges. Professional groups, such as regional personnel and guidance associations or faculty organizations in the various disciplines, are sometimes a means of formal articulation.

The following examples illustrate the development of formal structures for school-college articulation in several of its major forms. The examples are divided into those involving one college and those involving several colleges.

1. Formal structures involving a single college.

Alfred Ag. & Tech. (SUNY): Monthly meetings between College and BOCES administrators and instructors are held. Specific programs of articulation, particularly in vocational/occupational areas, are developed through those meetings.

Corning Community College: A committee of representatives from the Steuben BOCES, the Corning High School, and the College meets once a month. This group is responsible for the development of articulation programs.

Delhi Ag. & Tech. (SUNY): There is joint program development with BOCES and area schools, especially in the areas of career education, early admission, and remediation.

Dutchess Community College: The articulation steering committee of the College and the local BOCES center meet twice a year to develop articulation practices and procedures.

Mohawk Valley Community College: The College maintains formal and close contact with the area high schools through an Admissions Advisory Committee.

Meeting throughout the year at six-week intervals, this group of high school counselors and Mohawk Valley Community College admissions personnel and academic department heads has been the source of a number of articulation practices at the College.

Schenectady County Community College: An Admissions Advisory Committee, composed of high school counselors and community representatives interested in the process of and access to higher education, provides information and recommendations to the College through the Director of Admissions regarding improved articulation with the community at large and with prospective student populations.

Ulster County Community College: (1) The College president meets regularly with the school superintendents in the county as part of their structure. (2) Since 1968 secondary school counselors have sat on all of the College's advisory councils. (3) The Dean of Faculty at the College is a member of the BOCES Advisory Council.

2. Formal structures involving several colleges.

Articulation Center for Occupational Education: This Center covers a 7-county area in the Mid-Hudson region. It has surveyed the need of and resources for occupational education. The Center seeks to promote postsecondary occupational training programs which are closely and carefully articulated with high school and BOCES programs.

CUNY Two-Year Colleges-New York City Board of Education: An agreement is being worked out between the Board of Education, through its Office of Career Education, and five CUNY Two-Year colleges to articulate secondary-postsecondary cooperative education programs with respect to job development, joint public relations, and establishment of a job data bank. The agreement includes implementation of a coding system to facilitate access of secondary cooperative education students into comparable postsecondary co-op programs at the Community Colleges of Bronx, Borough of Manhattan, Kingsborough, LaGuardia, and New York City.

New York City Board of Higher Education-Board of Education: These governing Boards have developed or are discussing implementation of formal articulation in a number of areas, including faculty exchanges between the two systems for limited periods; summer remedial and advanced placement programs on college campuses for high school students; expanded early admissions; expanded use of the city schools as teaching laboratories by the schools of education at CUNY; greater integration of parallel programs of study in the high schools and community colleges; and "adoption" of some high schools by the Colleges.

New York Area Private Colleges: This organization, one of the largest admissions consortia in the country with 24 member colleges, informs both students and school personnel of the various educational programs available in private colleges in the greater New York area by such means as common mini-college days at high schools and shared publications.

Regional Learning Service of Central New York: The Service provides career and educational counseling for persons in a 5-county region in central New York. The organization acts as a "broker" between individuals and institutions. Among its activities, the Service assists individuals to obtain a Regents External High School Diploma. Another project involves study of competencies gained through experience that may be creditable at the college level.

Staten Island Cooperative Continuum: The Borough's four colleges, 16 public and private secondary schools and 70 public and private elementary and junior high schools join to create a smoother learning flow from school to college in many dimensions. For example, under a high school-college bridge program, over 400 high school students took college courses in 1974. Teachers from all sectors are examining curricula so as to create a continuum of learning in each area. Basic skills development is being emphasized in Port Richmond and Curtis High Schools in joint school-college faculty efforts. Faculty exchanges between the two sectors are encouraged. College students work as aides, tutors and counselors in the high schools. An Educational Resources Center serves as a clearinghouse for information on educational resources, as a repository for curriculum materials and as an educational diagnostic testing facility.

State University of New York College Admissions Personnel (SUNYCAP): This organization sponsors regional conferences to inform both high school counselors and the general public about admissions practices and academic programs in the State University system. As many as 35-40 SUNY colleges and university centers may be represented at each regional meeting.

SUMMARY AND CONCLUSION

This Inventory of Practices suggests that a variety of measures is creating a smoother and broadened continuum of learning between school and college. Major efforts are evident in several interrelated areas. First, student access to college-level courses is increasing in a variety of formats (as is the award of college credit for successful completion of such work). Second, efforts are underway to improve curricular articulation, especially in career programs. Many of these programs involve Boards of Cooperative Educational Services, which are emerging as important "middlemen" for articulation. Third, special guidance programs designed to prepare students more effectively for college are beginning to develop, again especially in career areas. Fourth, many special programs of remediation in basic skills are offered to college and pre-college students. Fifth, sharing of facilities or staff by schools and colleges is an important part of many programs of articulation. Sixth, formal structures and mechanisms for coordination are beginning to develop both within and among institutions. Lastly, it is evident that some schools and colleges are becoming comprehensive and systems-oriented in their development of options for students and mechanisms for articulation.

However, secondary and postsecondary education are, on the whole, still segmented, and a continuum of learning is not available for many students. For example, many of the programs cited in this Inventory are experimental, tentative, or quite limited in scale. Within institutions, responsibility for articulation is widely dispersed. Despite the advances just cited, relatively few formal arrangements exist at a regional level. Curricular articulation, including redundancy in course work between the last two years of high school and the first two years of college, remains a major problem, as do the lack of competency in the basic skills of many college students and the limited coordination between schools and oolleges in the area of guidance and advisement.

These needs are recognized by both schools and colleges. For example, curricular articulation is seen by both secondary and postsecondary personnel as needing substantial improvement, as are the related areas of career guidance and academic advisement. Within this general agreement on priorities, there are differences of emphasis between the two sectors. Postsecondary institutions emphasize the need for improvements in curricular articulation, academic advisement and exit-admission practices.

Secondary school personnel put somewhat more emphasis on the need for improved career guidance, and they are more attuned than are the colleges to the need for development of work-study programs and cooperative programs with Boards of Cooperative Educational Services (see Table 2). Within the collegiate sector, two-year colleges emphasize the need for remediation in basic skills. It must also be noted, however, that the survey of practices showed that most schools and colleges continue to rate the overall need for improvement of articulation as one of their lesser educational priorities. As between the two sectors, post-secondary institutions show substantially more interest and initiative in articulation than do the schools.

To a substantial degree, the lack of articulation and of interest in it are attributable to the traditional differences in educational objectives, organization, financing and governance between the two sectors. Absence of comprehensive programs of articulation is, of course, also substantially caused by lack of time, money and staff. Moreover, until the recent slackening in enrollment pressures, many colleges felt little incentive to be innovative or particularly responsive. Today, as the college-age population approaches an absolute decline in numbers and as competition for teaching jobs increases, a major cause of slowness in developing school-college articulation appears to be anxiety among both college and school staffs about the consequences of articulation for themselves (see Table 3).

Despite these obstacles, it is important that the barriers between schools and colleges be reduced through a variety of approaches within institutions, between comparable specialized units of each sector, between individual institutions, and among institutions in a locality or region. The kinds of efforts illustrated in this inventory must be expanded greatly, if the State's commitment to provide an educationally efficient continuum of learning for each student, within a framework of opportunity for all students, is to be accomplished.

TABLE 1

Crediting and Course Exemption Policies of Postsecondary Institutions in 1974-75

	Credit Granted (N = 94) %	Courses Exempted (N = 94) %
Advanced Placement examinations (CEEB).	86	62
Advanced placement courses		
a. taught by high school faculty.	47	38
b. taught by college faculty	37	25
College-Level Examination Program (CLEP) examinations		
a. general examinations. . . .	61	38
b. subject examinations. . . .	79	47
American College Testing Program (ACTP) tests.	29	23
New York State College Proficiency and Regents External Degree examinations. . .	76	47
Locally prepared examinations taken at the time of matriculation	37	38
United States Armed Forces Institute (USAFI) examinations.	67	38
Commission on Accreditation of Service Experience (CASE) courses	27	17
Non-traditional and experiential learning based on:		
a. work experience	34	22
b. licenses, certificates, etc.	31	15
c. other	9	4

Source: Norman C. Snyder, "School-College Articulation Practices in New York State: A Report Prepared for the New York State Commissioner of Education," 1975 (unpublished).

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TABLE 2

Areas of Estimated Priority Need for Improved Articulation[1]

Areas of Articulation	Secondary (N=122) %	Postsecondary (N=94) %	Total (N=216) %
Curriculum.	43	60	50
Career guidance	51	38	45
Academic advisement . . .	30	46	37
Exit-admissions	30	40	34
Teaching methods	28	23	26
Cooperative programs with Boards of Cooperative Educational Services (BOCES)	28	10	20
Remediation	19	20	19
Work-study programs . . .	29	7	19
Crediting	16	5	12
Adult education	11	13	12
Occupational education. .	16	5	11
Personal and social counseling.	12	10	11
Grading	12	5	9
Programs for special groups.	3	8	6
Other	5	2	4

[1]Question: "Check the three areas in the following list which in your judgment should be given priority in the improvement of school-college articulation."

Source: Norman C. Snyder, "School-College Articulation Practices in New York State: A Report Prepared for the New York State Commissioner of Education," 1975 (unpublished).

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TABLE 3

Perceived Obstacles to Articulation

	Secondary (N=122)			Postsecondary (N=94)		
	Major Obstacle %	Minor Obstacle %	Not an Obstacle %	Major Obstacle %	Minor Obstacle %	Not an Obstacle %
High school and college collective bargaining agencies.	28	35	37	46	30	24
Attitudes of college faculty	26	46	28	31	51	19
Attitudes of high school faculty	23	50	27	32	54	14
Attitudes of local school board members.	15	31	53	15	46	40
Attitudes of high school administrators	14	30	56	15	56	29
Attitudes of college administrators	15	39	46	6	53	41
Local and State rules, regulations, and laws.	11	47	43	10	47	42
Public attitudes	13	39	48	5	31	64
Attitudes of State-level educational leaders.	10	28	62	8	32	60
Attitudes of students (high school and college).	7	27	66	7	33	60
Attitudes of college trustees.	7	36	57	3	24	72
Attitudes of political representatives.	8	30	62	1	22	76

Source: Norman C. Snyder, "School-College Articulation Practices in New York State: A Report Prepared for the New York State Commissioner of Education," 1975 (unpublished).

CONTACT POINTS IN THE NEW YORK STATE EDUCATION DEPARTMENT

Each of the following offices in the Education Department has responsibilities in the area of school-college articulation and may be a useful contact point on particular matters. Several of the offices have materials pertinent to school-college articulation available for distribution (see page 39).

Bureau of Secondary Curriculum Development (tel. 518-474-8224)

This office is responsible for the development of curricula for Statewide use in all subject areas. The Bureau is also charged with reviewing and evaluating all local courses of study offered by schools for Regents credit, and reviews on an advisory basis courses offered for school credit.

Division of General Education (tel. 518-474-4345)

This Division has responsibilities for the instructional content of tests and examinations and for in-service help to high schools in the areas of science, mathematics, social studies, education of the gifted and safety education. The Division is charged with the implementation of programs developed in the Bureau of Secondary Curriculum Development.

Office of Optional Educational Programs (tel. 518-474-1280)

This Office serves as a clearinghouse of information on optional educational programs in secondary schools. A special concern of the Office is the question of inadequate challenge in the senior year of high school. The Office has a network of 26 representatives who work out of Boards of Cooperative Educational Services and city school districts throughout the State.

Bureau of College Evaluation (tel. 518-474-2593)

The Bureau is responsible for the review and approval of all programs which do not lead to professional licensure or certification in colleges and universities in the State. The Bureau reviews early admissions programs in colleges and serves as a resource center for information on articulation programs in postsecondary education.

College Proficiency Examination Program (tel. 518-474-3703)

This office is responsible for the preparation, administration, and grading of college-level examinations in the arts and sciences, education, health, nursing, and criminal justice. Working with Department staff, faculty members from the State's independent and public colleges develop and grade College Proficiency Examinations which are used to earn college credit, to satisfy teacher certification requirements, to meet requirements for a Regents External Degree, and to qualify for promotions, salary increases, or new jobs.

ADDITIONAL NEW YORK STATE EDUCATION DEPARTMENT MATERIALS PERTINENT TO SCHOOL-COLLEGE ARTICULATION

A Catalog of Optional Learning Environments in New York State Schools (1974), Office of Optional Educational Programs.

The Challenge of Senioritis (mimeographed, 1975), Office of Optional Educational Programs.

Regents Position Paper 21: The Articulation of Secondary and Postsecondary Education (1974), Bureau of College Evaluation.

An Inventory of High-School College Articulation in Middle States Secondary Schools in New York State (1975), Bureau of College Evaluation. (This list of Advanced Placement Courses and cooperative programs with postsecondary institutions is drawn from the Middle States Association's A Guide to Middle States Schools in New York State, cited on page 41 of this publication).

Establishing School-College "Bridge" Programs: Observations of a Practitioner (1975), Bureau of College Evaluation. (This discussion of approaches to implementation of joint school-college programs is drawn from remarks by Russell T. Lauper of C. W. Post Center of Long Island University at the conference on the subject which was sponsored by Marist College, Syracuse University, and the State Education Department on May 1-2, 1975.

Early Admissions Guidelines (1972), Bureau of College Evaluation.

Guidelines for Crediting Learning Gained Through Work and Life Experience (1975), Bureau of College Evaluation.

Regents External Degree-College Proficiency Examination Program Catalog (1975), Office of Independent Study Assessment.

ANNOTATED BIBLIOGRAPHY ON SCHOOL-COLLEGE ARTICULATION

The publications noted here include discussions of issues, reviews of literature, and identification of practices at particular schools and colleges.

Carnegie Commission on Higher Education. Continuity and Discontinuity: Higher Education and the Schools. New York: McGraw-Hill, 1973.

A comprehensive review of issues with recommendations in all major areas of school-college articulation. Basic and important.

Carnegie Commission on Higher Education. Toward a Learning Society: Alternative Channels to Life, Work and Service. New York: McGraw-Hill, 1973.

A broad critique of the segmented and lock-step nature of education and proposals for alternative approaches.

College Entrance Examination Board. The College Handbook. New York: CEEB, 1975.

Description of colleges, including admissions profiles.

Committee on School and College Relations of the Middle States Association of Colleges and Secondary Schools. Recommended School/College Articulation Practices. Newark, New Jersey: Middle States Association of Colleges and Secondary Schools, 1972.

Results of a survey of more than 3,000 school and college administrators on 22 aspects of the admissions process with recommendations in each area.

Meinert, Charles W. Time Shortened Degrees. Washington, D. C.: American Association for Higher Education, 1974.

This ERIC Higher Education Research Report reviews arguments for and against time-shortened degrees in colleges and discusses the variety of approaches to time-shortening, including school-college articulation.

Menacker, Julius. From School to College: Articulation and Transfer. Washington: American Council on Education, 1975.

A comprehensive review of major school-college articulation issues, with a discussion of pertinent literature and useful practices.

Middle States Association of Colleges and Secondary Schools. A Guide to Middle States Schools in New York State. Newark, New Jersey, 1975.

A profile of individual secondary schools which are members of the Middle States Association. Each profile notes special courses or programs in the area of school-college articulation.

Trivett, David A. Academic Credit for Prior Off-Campus Learning. Washington, D. C.: American Association for Higher Education, 1975.

This ERIC Higher Education Research Report describes major approaches to crediting of non-classroom learning, including standardized testing and the Cooperative Assessment of Experiential Learning (CAEL) project of the Educational Testing Service. While generally not entailing formal school-college cooperation, assessment and crediting of non-classroom learning is an important means of educational articulation for many individuals.

Willingham, Warren W. College Placement and Exemption. New York: College Entrance Examination Board, 1974.

An examination of the methods of academic placement in colleges in a framework of twelve models. An extensive review of the literature in this area.

Willingham, Warren W. The Source Book for Higher Education: A Critical Guide to Literature and Information on Access to Higher Education. New York: College Entrance Examination Board, 1973.

A comprehensive and definitive annotated bibliography of significant publications on all aspects of access to postsecondary education.

SURVEY FORM

School-College Articulation Programs

We would like to have an update on programs cited in this Inventory and descriptions of additional programs and practices in each of the areas covered in this publication. Please complete this survey form, using a separate sheet for each program. Enclose available descriptive or evaluative material that you may have.

We would also appreciate your more general reflections on school-college articulation in such terms as major issues, optimum approaches, and limits of development. Your comments about this Inventory and possible successors to it are welcomed.

Institution _____

Program _____

Office and person responsible for program _____

_____

Major objectives and/or characteristics of the program (check each one that is applicable):

(a) Acceleration and crediting of college-level study . . . . . _____

(b) Curriculum articulation (name areas) _____

_____ _____

(c) Improved career guidance and counseling . . . . _____

(d) More effective and appropriate admissions practices . . . . . _____

(e) Improved academic placement or advisement (post-secondary institutions) . . . . . _____

(f) Basic skills development (cite skill areas) ___

_____ _____

(g) Use of faculty from "other" sector. . . . . _____

(h) Use of facilities of "other" sector (specify)

_____ _____

(i) Existence of formal structure for coordination with "other" sector (e.g., committee) . . . . . _____

(j) Awarding of dual credit (school and college) for same course work. . . . . _____

Program Description: Please briefly describe each program (or refer to enclosed literature). Include:

(a) main objectives

(b) distinctive characteristics

(c) particular groups to which program is directed and basis for selection; profile of students

(d) number of students involved in 1975-76, and optimum enrollment

(e) special resources used, such as facilities or staff

(f) other institutions or groups involved

(g) administrative or coordinating structure

(h) costs or charges to the student

(i) outcomes of the program thus far

(j) limitations or obstacles to full implementation.